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ABSTRACT

In April 1992, the American Assembly of Collegiate Schools of Business (AACSB) and the American Association of Community Colleges approved the "Joint Statement on Transfer" (JST), urging two- and four-year institutions to facilitate the transfer of students among institutions. In addition, the AACSB modified accreditation standards to allow as much as 50% of business credit hours to be earned at the lower-division level. In spite of these changes, there has been little effort by the California State University (CSU) system to work with community colleges in implementing the JST recommendations. A number of introductory business courses offered in two-year institutions cannot be used to meet major field requirements, because these same courses are offered in the CSU only as upper-division courses. In addition, CSU campuses are inconsistent in terms of the lower division courses they will accept from two-year colleges. As a result of these CSU articulation practices, two-year college students are discouraged from taking introductory business courses, and both students and the state have to pay twice for some of the same courses. A 1993 study, comparing the course content of introductory business courses at eight CSU campuses with the same courses at 27 community colleges, revealed a high level of overlap in course content for the two educational levels. Suggestions for CSU curriculum review and for implementation of JST recommendations; a copy of the JST; the course content survey instrument; data tables; and a review of AACSB's new accreditation standards are included. (PAA)

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CALIFORNIA STATE UNIVERSITIES' BUSINESS EDUCATION POLICIES: THEIR COST TO COMMUNITY COLLEGE STUDENTS AND THE STATE

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CALIFORNIA STATE UNIVERSITIES' BUSINESS EDUCATION POLICIES: THEIR COST TO COMMUNITY COLLEGE STUDENTS AND THE STATE

In April 1992, the American Assembly of Collegiate Schools of Business (AACSB), the accrediting agency for many four-year college and university schools of business, and the American Association of Community Colleges (AACC) approved a "Joint Statement on Transfer" to facilitate the transfer process for business students between associate degree and baccalaureate degree-granting institutions. The AACSB/AACC joint statement, which is reproduced in Appendix A notes for the first time that community colleges and four-year institutions share responsibility for the quality of postsecondary education in business administration and management. The Joint Statement on Transfer urges community colleges and four-year institutions to recognize each other's contributions, facilitate the transfer of students among institutions, and foster quality in business administration and management education in all postsecondary institutions. This is a major departure from the AACSB's previous position. As recently as 1988, AACSB's major study of management education did not acknowledge the role of community colleges in business and management education.

Another recent development has been the change in AACSB's accreditation standards for baccalaureate institutions as to the amount of business major coursework that can be completed at the lower division level. The new accreditation standard has changed from having four-year institutions offering only a limited amount of business coursework below the junior year, to allowing as much as 50 percent of the business credit hours for the bachelor degree to be earned at the lower division level. The AACSB accreditation standards on curriculum development are provided in Appendix B (Standard C-1.2e, p. 15).

PROBLEM

The Appendix to the "Joint Statement on Transfer" calls for baccalaureate degree-granting institutions to work with community colleges to explore possibilities for strengthening their articulation and transfer relationships. However, to date, there has been little, if any, effort made by the California State University (CSU) system to work with community colleges in implementing the recommendations contained in the AACSB/AACC Joint Statement. This is unfortunate in that existing CSU business/management education articulation policies with community colleges represent an unnecessary and expensive cost to students and the state of California.

PURPOSE OF PAPER

The purpose of this paper is to: (1) describe the existing articulation agreements in business between California's baccalaureate degree-granting institutions and community colleges; (2) identify the costs of the existing articulation practices for lower division students and to the state; (3) report the results of a study showing the high degree of overlap in the topics covered in introductory business courses offered as upper division classes at CSU campuses and those offered by community colleges; and (4) advance recommendations on steps that need to be taken to facilitate the transfer of business students from community colleges to CSU campuses.

ARTICULATION AGREEMENTS BETWEEN CSU AND COMMUNITY COLLEGES

With few exceptions, the only community college business courses that count toward meeting major field requirements in business at CSU campuses are one year of principles of accounting, a semester of business law, and one year of economics (micro and macro). Economics courses at most community colleges are offered through a social science

department. Introductory business courses in finance, investments, management, marketing and real estate offered by community colleges do not satisfy major field requirements in business at CSU campuses. These courses are accepted by CSU campuses as elective credits, but they do not count toward meeting a requirement in the business major. This is because these introductory courses are offered at the upper division level at CSU campuses, and lower division courses cannot count toward meeting upper division major field requirements. As a consequence, students who complete introductory business courses at a community college must take the CSU version of these introductory courses to satisfy CSU major field requirements.

CSU INCONSISTENCIES IN ACCEPTING COMMUNITY COLLEGE BUSINESS COURSES TO MEET MAJOR FIELD REQUIREMENTS

There are differences among CSU campuses as to which community college accounting and business law courses they will accept to meet their major field requirements. For example, the traditional one-year principles of accounting approach is accepted by some CSU campuses, but not at others that require the financial and managerial approach to accounting. Thus, a student who completes the two-semester course sequence in principles of accounting and transfers to CSU, Northridge, would have each of these courses count toward fulfilling the accounting requirement. However, if the same student changed his/her mind and transferred to CSU, Sacramento, he/she would have to take that institution's Managerial Accounting course to complete the one-year pre-major accounting requirement. This is because at CSU, Sacramento, the six-to-eight units completed in the two-semester Principles of Accounting sequence at a community college is judged as equivalent to that institution's one-semester, three-unit class in Accounting Fundamentals. In this instance, the transfer student would have to complete three semester courses in accounting to fulfill the two-semester pre-business accounting requirement at CSU, Sacramento.

This exact situation occurred this past spring at Santa Barbara City College, where a student dropped the second semester principles of accounting class half-way through the term when he learned that he would be transferring to CSU, Sacramento, instead of CSU, Northridge. The student concluded that as long as he had to take two more courses in accounting, he would be better off enrolling in the two-semester accounting sequence at CSU, Sacramento, than completing the second semester Principles of Accounting class at Santa Barbara City College and the Managerial Accounting course at CSU, Sacramento. This inconsistency among CSU campuses as to which lower division sequence of accounting they will accept resulted in the following costs to the student and the state: (1) the fees the student paid to enroll in the community college accounting course and purchase the textbook; (2) the loss in time the student devoted to the class; (3) the lost opportunity for the student to enroll in another class, instead of the accounting course; (4) the higher per unit fee the student will have to pay to enroll in the accounting courses offered at CSU, Sacramento, compared to the unit fee at Santa Barbara City College; (5) the lost opportunity to another Santa Barbara City College student who was not able to take the accounting class because the class was full; (6) the state being charged for the student to take three semester courses in accounting to fulfill a two-semester requirement; and (7) the state paying a much higher rate for the student to take the two accounting courses at CSU, Sacramento, than it paid for the student to take the courses at Santa Barbara City College.

Similar problems are arising in business law, where some CSU campuses are taking a different approach to this subject than others in the system. The consequence of this disagreement among the CSU schools of business is that the same business law class completed at a community college would be accepted as meeting the major field requirement at some CSU campuses, but not at others.

COSTS OF EXISTING CSU BUSINESS ARTICULATION AGREEMENTS

The CSU business education articulation policies with community colleges differ from those in place in nearly all other majors in which a baccalaureate degree is offered in the following ways: (1) the introductory courses in the business major are not offered at the lower division level; and (2) there are inconsistencies among the CSU campuses as to which approach to introductory courses will be accepted as meeting a major field requirement. Some of the major costs of these articulation practices to students and the state are summarized below.

1. Students are discouraged from learning about the field in which they are considering majoring. Business is among the top three declared majors at most California community colleges. However, many students who declare business as their major have little or no exposure to this field of study. This is because very few students enroll in an introductory course in business in high school. A logical recommendation is to encourage prospective business majors to enroll in introductory courses in business during their freshman or sophomore year in college. Such courses would provide students with a basic knowledge of the principles of business and they would increase student knowledge of the career opportunities and educational requirements needed to achieve their business-related objectives.

   Unfortunately, many community college students are advised not to take introductory business classes because the courses will either not transfer to UC or not count as meeting a business major requirement at CSU. Thus, business majors are discouraged from receiving a basic overview of the major they are interested in pursuing. This undermines the student's opportunity for career exploration. It also means that most of these students will enroll in accounting and business law classes without having a basic understanding of the business principles and vocabulary covered in an introductory business or management education course.

2. Students and the state have to pay twice for essentially the same course when community college students are required to repeat introductory business or management courses they completed at a community college. A sizeable number of community college students are working adults who take business courses which relate directly to their present job and/or jobs they wish to enter. Other students who enroll in introductory business and management courses do so to learn more about these fields. Many of these students have no idea when they enter a community college that they can or will continue toward a four-year degree. Those who do transfer will have to repeat these courses if they enter a business major at CSU or UC. The arbitrary decision by CSU and UC campuses to classify introductory business and management courses as upper division offerings results in many students having to repeat these classes at the transfer institution. Each time this occurs, the student and the state end up paying twice for a given course. *The cost to the student and the state is compounded by UC's decision to not recognize any introductory business or management course, other than accounting and business law, as transferrable.* This is in addition to the discrepancies among CSU schools of business as to which approach to accounting and business law they will accept as meeting their major field requirements.

3. Classifying introductory courses in business as upper division coursework substantially increases the state's cost of offering these courses. According to the California Postsecondary Education Commission (CPEC), in 1991-92, state taxpayer support per full-time equivalent student (FTES) for instructionally-related activity was $2,989 for the California Community Colleges, $6,037 for CSU, and $8,911 for UC. As evidenced by these figures, the cost to the state of offering introductory courses in finance, investments, management, marketing and real estate at the community college

is substantially less than offering the same classes at the upper division level. In the absence of a sound educational rationale, the CSU and UC policy of requiring students to wait until their junior year to take introductory courses in business to meet major field requirements represents an added and unnecessary cost to the state. If other CSU and UC departments decided to reclassify introductory courses in their disciplines from the lower division to the upper division level, the increased cost to the state for providing instruction in these majors would be dramatic. Furthermore, transferring introductory lower division courses to the upper division level would result in many more majors being "impacted," as the business major now is at all CSU campuses.

The fact that business majors at most, if not all, CSU and UC campuses are "impacted" means that for many students access to a business major is either denied or delayed. Postponing entry into courses needed to satisfy major field requirements prolongs the amount of time needed to complete a degree. This, in turn, drives up the cost of education to the student and the state. Allowing students to complete introductory business course requirements at community colleges will alleviate some of the enrollment pressure on upper division programs and courses.

COMPARISON OF COMMUNITY COLLEGE INTRODUCTORY BUSINESS COURSES WITH CSU UPPER DIVISION CLASSES

The rationale for reclassifying introductory business courses from the upper division to the lower division level is based on the assumption that the courses offered by each of these postsecondary education segments are comparable. In spring 1993, a study was conducted to identify the extent to which the topics covered in community college introductory business courses were comparable to those covered at CSU campuses. The procedures used in conducting this exploratory study are described below.

1. Course of study outlines for introductory classes in finance, investment, management, marketing and real estate were obtained from eight CSU campuses. The outlines were requested from all CSU campuses, but only eight responded in time to be included in this study.

2. A checklist was developed for each introductory CSU business course. The checklist contained the name of each topic listed in the CSU course of study outline. To illustrate, there were 17 topics identified in the Management of Organizations course at CSU, Chico. Each one of these topics was listed on the checklist. Checklists were prepared for 28 classes. The checklists, which were completed by community college business education faculty, called for respondents to indicate: (1) whether or not they covered the subjects included in the CSU course outline; (2) whether or not they could include the topic in their course if they were not already doing so; and (3) what, if any, additional topics are covered in their course that were not addressed in the one offered by the CSU campus. An example of the checklist prepared for the Management of Organizations course offered by CSU, Chico, is presented in Table 1.

3. The checklists were sent to the vice presidents of academic affairs or the deans responsible for business education at 36 community colleges. The instructions called for the checklists to be completed by community college faculty assigned to teach business courses that corresponded to the subject area of the CSU course. For example, faculty teaching management courses were asked to complete the checklists for the CSU management courses. Completed checklists were returned by 27 of the 36 community colleges to whom they were sent (75% response rate). A list of the community colleges from which completed checklists were returned is provided in Appendix C.

TABLE 1

THE MANAGEMENT OF ORGANIZATIONS: MANAGEMENT 149

CALIFORNIA STATE UNIVERSITY, CHICO

	Are these topics covered in your college's management of organizations course?		
Topics Covered in CSU Course	Yes	No	No, but could be covered
Introduction			
Organization/Management Basics			
Motivation: Content Theories			
Motivation: Evaluating and Rewarding			
Job Design			
Stress			
Groups			
Decision Making			
Power and Politics			
Power and Leadership			
Control			
Environment			
Organization Bits			
Technology			
Interdependencies			
Organization Design			
Integrative Case			

Please indicate the name of your equivalent course. _____

Are there additional topics covered in your course that are not covered in the attached outline?

_____

RESULTS OF THE STUDY

The findings of this exploratory study are presented in Table 2 for each of the 28 CSU introductory courses examined.

TABLE 2

COMPARISON OF INTRODUCTORY BUSINESS COURSES OFFERED AT COMMUNITY COLLEGES WITH THOSE OFFERED AT CSU CAMPUSES

Course	No. of CCs	Number of Topics	CCs That Cover 100% of Topics	CCs That Cover 90% of Topics	CCs That Cover 80% of Topics	CCs That Cover/ Could Cover 100% of Topics
Organizational Behavior - 150 Chico	18	20	61%	72%	89%	89%
Management & Organizational Behavior - 350 San Diego State	18	20	50%	83%	100%	94%
Management & Organizational Behavior - 302 San Bernardino	16	15	38%	75%	82%	94%
Management - 355 San Diego -	13	13	54%	77%	85%	69%
Management of Organizations - 149 Chico	21	17	43%	71%	81%	86%
Principles of Management - 300 Long Beach	10	33	20%	40%	100%	80%
Retail Management - 366 Sonoma	18	13	61%	94%	94%	89%
Conceptual Foundations of Business - 456 San Diego	11	20	45%	52%	82%	91%

Course	No. of CCs	Number of Topics	CCs That Cover 100% of Topics	CCs That Cover 90% of Topics	CCs That Cover 80% of Topics	CCs That Cover/ Could Cover 100% of Topics
Promotion Management - 461 Sonoma	6	15	84%	100%	100%	100%
Administration of Personnel - 150 Fresno	11	20	73%	91%	100%	91%
Human Resources Management -150 Fresno	8	19	13%	50%	63%	86%
Marketing Concepts - 100 Fresno	22	31	64%	95%	100%	95%
Marketing Principles - 305 San Bernardino	19	18	58%	95%	100%	100%
Marketing - 370 San Diego	22	17	68%	91%	95%	86%
Principles of Marketing - 360 Sonoma	23	19	57%	91%	100%	96%
Retail Concepts and Policies - 310 Long Beach	14	25	79%	86%	86%	86%
Buyer Behavior - 102 Fresno	9	14	56%	67%	67%	67%
Principles of Finance - 120 Fresno	12	12	58%	58%	75%	83%
Fundamentals of Finance - 323 San Diego	11	8	27%	36%	55%	73%

Course	No. of CCs	Number of Topics	CCs That Cover 100% of Topics	CCs That Cover 90% of Topics	CCs That Cover 80% of Topics	CCs That Cover/ Could Cover 100% of Topics
Financial Institutions and Markets - 377 Sonoma	9	15	67%	67%	89%	100%
Business Finance - 313 San Bernardino	9	8	67%	78%	89%	100%
Introduction to Managerial Finance - 370 Sonoma	9	19	44%	78%	78%	89%
Managerial Finance - 470 Sonoma	6	15	---	17%	17%	83%
Introduction to Investments - 30 Fresno	16	22	50%	69%	75%	88%
Investments - 327-02 San Diego	12	16	42%	50%	92%	92%
Real Estate Principles - 342 Long Beach	20	5	60%	80%	80%	81%
Real Estate Essentials - 331 San Diego	17	43	41%	71%	100%	80%
Law of Real Property - 333 San Diego	16	26	63%	75%	75%	94%

The data presented in Table 2 show that there is a great deal of overlap in the topics covered in the introductory business courses taught at community colleges and those offered as upper division classes at CSU campuses. To illustrate, 18 of the 27 community colleges responding to the survey reported that they offered a course that was comparable to the Organizational Behavior class offered at CSU, Chico. Respondents at 61% of these community colleges reported that the organizational behavior course taught at their institution included all 20 of

the topics listed in the course of study outline for the Organizational Behavior course at CSU, Chico. Close to 90% of the community college business faculty who offered an introductory organizational behavior class noted that their course covered at least 80% of the same topics as the one presented as an upper division class at CSU, Chico, and 89% stated that they cover or could cover all 20 topics included in the Chico class.

It is instructive to note that while it is true that there is not 100 percent correspondence to the topics included in the introductory business classes offered at community colleges and those offered by CSU campuses, it is also true that there is not 100 percent overlap in the topics listed in the course of study outlines for comparable business courses offered at different CSU campuses.

ARTICULATION AGREEMENT WITH RENSSELAER POLYTECHNIC INSTITUTE'S SCHOOL OF MANAGEMENT

In spring 1993, Rensselaer Polytechnic Institute's School of Management, an AACSB-accredited institution in Troy, New York, entered into an articulation agreement with all California community colleges. This agreement is significant in that it demonstrates that an AACSB-accredited school of management can, in fact, allow a substantial number of community college business courses to be counted toward meeting major field requirements. To illustrate, the following community college business courses meet major field requirements for the Bachelor of Science Degree in Management awarded by Rensselaer Polytechnic Institute: introduction to management or business administration; legal environment of business (business law); financial accounting; cost accounting; managerial finance 1 and 2; principles of marketing; and organizational behavior/management or introduction to supervision.

RECOMMENDATIONS

The articulation agreements in business and management education that CSU and UC campuses have with community colleges do not reflect the substantial changes that have been made in AACSB accreditation standards on the amount of business coursework that can be taken below the junior year in college. Nor do these articulation agreements demonstrate that much has been done to implement the eight specific recommendations contained in the "Joint Statement on Transfer" on how community colleges and four-year institutions can strengthen their articulation and transfer relationships.

Recommendation 1. *In light of the changes that have been made in AACSB accreditation standards, faculty in the undergraduate schools of business at CSU and UC campuses need to reexamine their policy of severely limiting the number of business courses required for the business degree that can be taken at the lower division level.* This curriculum review should result in allowing a greater proportion of the business courses required for the business degree to be offered at the lower division level. The findings of the study presented in this report on the high degree of correspondence between the topics covered in introductory business courses offered at community colleges and CSU campuses provide a strong basis for this recommendation.

Recommendation 2. *The Intersegmental Committee of the Academic Senates should establish a business education taskforce to strengthen the articulation and transfer agreements between the four-year schools of business and community college business departments. This intersegmental business education taskforce should be charged with: (1) producing recommendations that reflect the new AACSB accreditation standards on the amount of coursework in business that can be taken at the lower division level; and (2) devising strategies for strengthening articulation and transfer relationships that reflect the recommendations contained in the "Joint Statement of Transfer" that was developed by the American Assembly of Collegiate Schools of Business and the American Association of Community Colleges.*

Recommendation 3. CSU undergraduate schools of business should identify a common core of lower division business courses that will count toward meeting their degree requirements. Implementing this recommendation will reduce the amount of time and money that is lost when a student completes a lower division business course that is accepted by some four-year schools of business, but not the one the student ultimately enters.

Recommendation 4. Proposals for revising articulation and transfer agreements in business education between the state's four-year schools of business and community colleges should be developed in 1993-94 and implemented in 1994-95. In this period of reduced state funding for postsecondary education and increased costs to students to attend college, it is essential that a concerted effort be made to develop intersegmental articulation agreements in business that are educationally sound and fiscally responsible.

CONCLUSION

The articulation policies in business and management education between California's four-year public universities and community colleges are based upon the outdated accreditation standards of the AACSB, which prohibited the four-year schools of business it accredited from granting major field credit for most business courses taken at the lower division level. The reasons for abandoning these articulation practices have been presented in this paper. Similar arguments advanced at the national level were instrumental in the development of the "Joint Statement on Transfer" and in AACSB's decision to change its accreditation standard on the amount of business credit hours for the bachelor's degree in business that can be taken at the lower division level.

It is time for representatives from California's four-year schools of business to develop business articulation agreements with community colleges that are educationally sound and that place the concerns and needs of students ahead of institutional "jurisdiction" issues. New business articulation agreements need to be implemented as soon as possible so that community college students are not discouraged from taking introductory business courses prior to their junior year, or required to waste time, money and effort on repeating introductory business courses at the transfer institution.

AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS
and
AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

JOINT STATEMENT ON TRANSFER

April 1992

The Board of Directors of the American Assembly of Collegiate Schools of Business and the Board of Directors of the American Association of Community and Junior Colleges join in this statement on transfer of students between community, technical and junior colleges and four-year institutions. Successful transfer practices help to fulfill the promise to students of access to postsecondary educational opportunities and thereby contribute to access to technical and management positions in the business community.

Community, technical and junior colleges and four-year institutions share responsibility for the quality of postsecondary education in business administration and management. To accomplish this responsibility, these two categories of institutions should recognize each other's contributions, facilitate the transfer of students among institutions, and foster quality in business administration and management education in all postsecondary institutions. The educational approaches of our two types of institutions may be blended for the benefit of students.

By this statement, our two national organizations affirm a joint commitment to promoting quality in education for business administration and management and to fostering opportunities for students to transfer between institutions. We encourage the development of partnerships between individual institutions to further these goals at the local level.

Community, technical and junior colleges and four-year institutions are encouraged to develop institutional practices that address the academic, social and financial needs of transfer students. Further, they are encouraged to foster cooperation between institutions in matters of student advisement, academic standards, instruction and instructional support, curriculum development, professional development, and outcomes assessment. Finally, they are encouraged to foster communications between their faculties so that they may jointly address common needs for quality assessment, linkages between theory and practice, adaptability to change, and innovation.

APPENDIX TO THE JOINT STATEMENT

Within regions, states and local areas, individual institutions are encouraged to explore possibilities for strengthening their articulation and transfer relationships with other institutions. AACSB and AACJC offer the following guidance to institutions seeking closer collaboration. While this list is neither exhaustive nor mandatory, or even applicable in all cases, it does offer examples of real potential for enhancing transfer and articulation.

AACSB and AACJC encourage associate and baccalaureate granting institutions:

1. To foster communications between the faculties of community, technical, and junior colleges and four-year institutions so that they may jointly address common needs for quality assessment, linkages between theory and practice, adaptability to change, and innovation.

2. To foster cooperation between community, technical and junior colleges and four-year institutions in matters of student advisement, academic standards, instruction and instructional support, curriculum development, professional development, and outcomes assessment.

3. To develop and disseminate mechanisms that link institutions and their faculties through such activities as joint symposia, faculty exchange, faculty meetings focusing on transfer issues, cross registration and dual admissions procedures, credit recognition practices, student tracking and feedback systems, joint advisement, and marketing and orientation programs for transfer students.

4. To develop institutional practices that address the academic, social and financial needs of transfer students.

5. To develop effective mechanisms to monitor and enhance the process of transition to upper-division administration and management programs.

6. To maintain a fairness policy with regard to transfer students which subjects transfers to no expectations beyond those held for native students.

7. To base admissions decisions on relevant criteria and, where necessary, expand capacity so that excellence in lower-division preparation will be recognized through access to upper-division study.

8. To develop flexible, coordinated, four-year curricula which build upon the strengths of lower-division and upper-division programs and which provide for continued academic progress through articulated academic tracks.

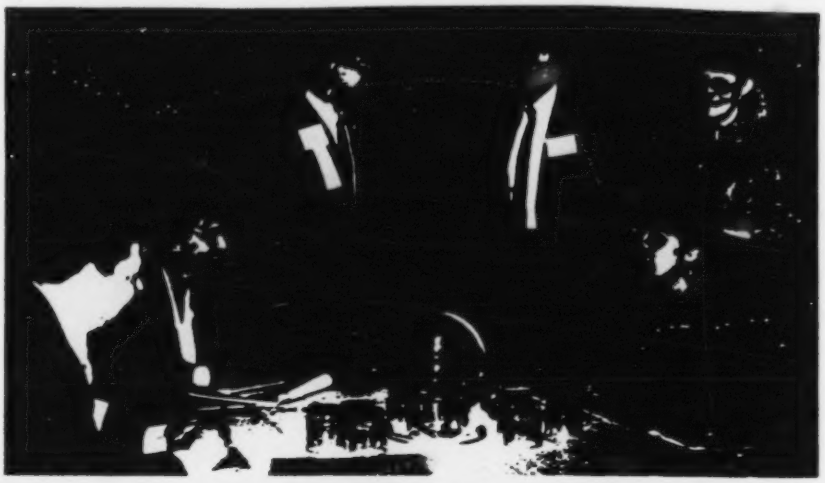
TASK FORCE WORKS OUT JOINT STATEMENT ON TRANSFER

Reprinted from the Spring 1992 issue of the AACSB NEWSLINE

A task force of representatives from AACSB and the American Association of Community and Junior Colleges (AACJC) has developed a joint statement on transfer of students between community, technical and junior colleges and four-year institutions.

The agreement, the first ever developed between the two organizations, calls for schools to share responsibility for the quality of postsecondary education in business administration and management. Community colleges and four-year institutions are urged to recognize each other's contributions, facilitate the transfer of students among institutions, and foster quality in business administration and management education in all postsecondary institutions.

Because more and more students are pursuing their education through multiple institutions, transfer issues have become increasingly important. "Facilitation of transfer will aid in the educational progress of the current generation of postsecondary students," said Milton R. Blood, AACSB managing director. "And because of the large proportion of minority students who spend part of their careers in two-year institutions, transfer facilitation lubricates the wheel of educational access for minorities."



Adding the final touches to a joint statement on transfer are members of the AACSB\AACJC Liaison Task Force. From left: C. David Billings, dean, University of Alabama in Huntsville; Laurie G. Larwood, dean, University of Nevada, Reno; Milton R. Blood, managing director, AACSB; Richard Glazer, dean, Westchester Community College; Janet Kroboth, chair, business division, Berkeshire Community College; and Lynn Paluska (seated), professor, Nassau Community College.

Blood said the new statement is not a part of, nor does it refer to, AACSB accreditation. "It is a general statement of encouragement, not prescription," he said.

The statement incorporates an appendix that provides examples of ways schools can enhance transfer and articulation, including developing mechanisms that link institutions and their faculties through such activities as joint symposia, faculty exchange, faculty meetings focusing on transfer issues, cross registration and dual admissions procedures, credit recognition practices, student tracking and feedback systems, and joint advisement and marketing and orientation programs for transfer students.

In the past, typical problems that occurred between two- and four-year programs concerned issues of coursework transfer.

According to Blood, "Facilitating transfer is really important to society. It is something we need to be concerned about as educators. This joint statement is our attempt to work in a positive way on that issue."

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CURRICULUM CONTENT AND EVALUATION

Curricula are central to the implementation of degree programs. Creating and delivering a high quality curriculum requires planning and evaluation. Similar academic objectives may be achieved through curricula with different structures and approaches.

Undergraduate business curricula provide a broad context within which education for business is set. These curricula combine general education and basic study of business.

Masters curricula in business provide a distinctly professional perspective. Masters of Business Administration (MBA) degree programs prepare students with a general managerial perspective. Specialized masters curricula prepare students who seek specialized roles in business, management, and related professions.

Doctoral education in business prepares scholars to create and transmit knowledge and to advance managerial and professional practice.

C.1 CURRICULUM CONTENT

C.1.1 Perspectives: Undergraduate and MBA

C.1.1 STANDARD: BOTH UNDERGRADUATE AND MBA CURRICULA SHOULD PROVIDE AN UNDERSTANDING OF PERSPECTIVES THAT FORM THE CONTEXT FOR BUSINESS. COVERAGE SHOULD INCLUDE:

- ETHICAL AND GLOBAL ISSUES,
- THE INFLUENCE OF POLITICAL, SOCIAL, REGULATORY, ENVIRONMENTAL, AND TECHNOLOGICAL ISSUES, AND
- THE IMPACT OF DEMOGRAPHIC DIVERSITY ON ORGANIZATIONS.

C.1.2 Undergraduate

C.1.2.a STANDARD: EACH UNDERGRADUATE CURRICULUM SHOULD HAVE A GENERAL EDUCATION COMPONENT THAT NORMALLY COMPRISES AT LEAST 50 PERCENT OF THE STUDENT'S FOUR-YEAR PROGRAM.

INTERPRETATION: The general education component for business students should be consistent with the general education required of all students at the institution and reflect the institution's mission. Up to nine semester hours of economics and up to six semester hours of mathematics/statistics may be counted as part of the general education curriculum.

Appendix C

COMMUNITY COLLEGES RESPONDING TO CHECKLISTS

Allan Hancock College
College of San Mateo
College of the Canyons
College of the Desert
Cosumnes River College
Cuesta College
Cuyamaca College
Cypress College
Diablo Valley College
East Los Angeles College
El Camino College
Foothill College
Glendale Community College
Irvine Valley College
Los Angeles Pierce College
Los Angeles Trade Technical College
Modesto College
Moorpark College
Mt. San Antonio College
Orange Coast College
Oxnard College
Pasadena City College
Rancho Santiago College
San Jose City College
Santa Barbara City College
Southwestern College
Ventura College